



Welcome Curriculum Directors' Meeting

Attitude will break or make a company...
a school...a home...

The remarkable thing is, we have a
choice every day regarding the attitude
we will embrace.

I believe that 10% is what happens to
me and 90% of how I react to it.



AGENDA

- Job Announcements
- National Support for Districts
- Service Learning Grants
- ELL Audit



Title III Update 3/12/08

- 2008-09 third year in Utah's federal Title III monitoring cycle
- Both the State and 2 or 3 local districts will be visited
- Federal auditors will determine dates this coming summer and inform us
- Document you receive today is the Federal monitoring tool that will be used




Implications

- Review monitoring document/ address compliance issues
- Complete local district visits by this summer
- Opportunity to review services and programs for ELLs and provide technical assistance
- Work together to ensure we are developing the best ELD programs



Agenda continued...

- World Language Support



International Education Initiative SB 41

(incentives for schools for six years)

1. Critical Language Program

- Expand Pilot Program from 20 – 60
- Chinese, Arabic and Russian
- EDNET, Visiting Teacher or Traditional

2. Dual Language Immersion Program

- Create Pilot Program in 15 Schools
- Chinese, Spanish, French or Navajo
- Classes Begin 2009-10 in K, 1st or Both
- Add a Grade Each Year



Agenda continued...

- Reading Endorsement for Special Educators
- Charging Parents for Full-day K
- New K-6th grade Educator License
- OEK Accountability
- K-3 Accountability
- Legislative Up-date



Curriculum Directors' Assessment Discussion

March 12, 2008
Lynne Greenwood
Curriculum & Instruction
Utah State Office of Education



Assessment Shift

- Is there a shift from using assessment as an organizational hammer to a tool for strategic planning?
- What current practices reflect this shift?
- 3 critical questions to create student learning experiences that matter.
 1. What am I doing?
 2. How well am I doing it?
 3. What do I need to do to improve?



Everyday Conversations in Schools

- Assessment results should be part of everyday conversations in schools.
- Normative data provides information for program planning within the building, district, state and the nation.
- Normative data provides consistency over time with trend and comparability data.
- Is there a value to using student multiple measures over time?



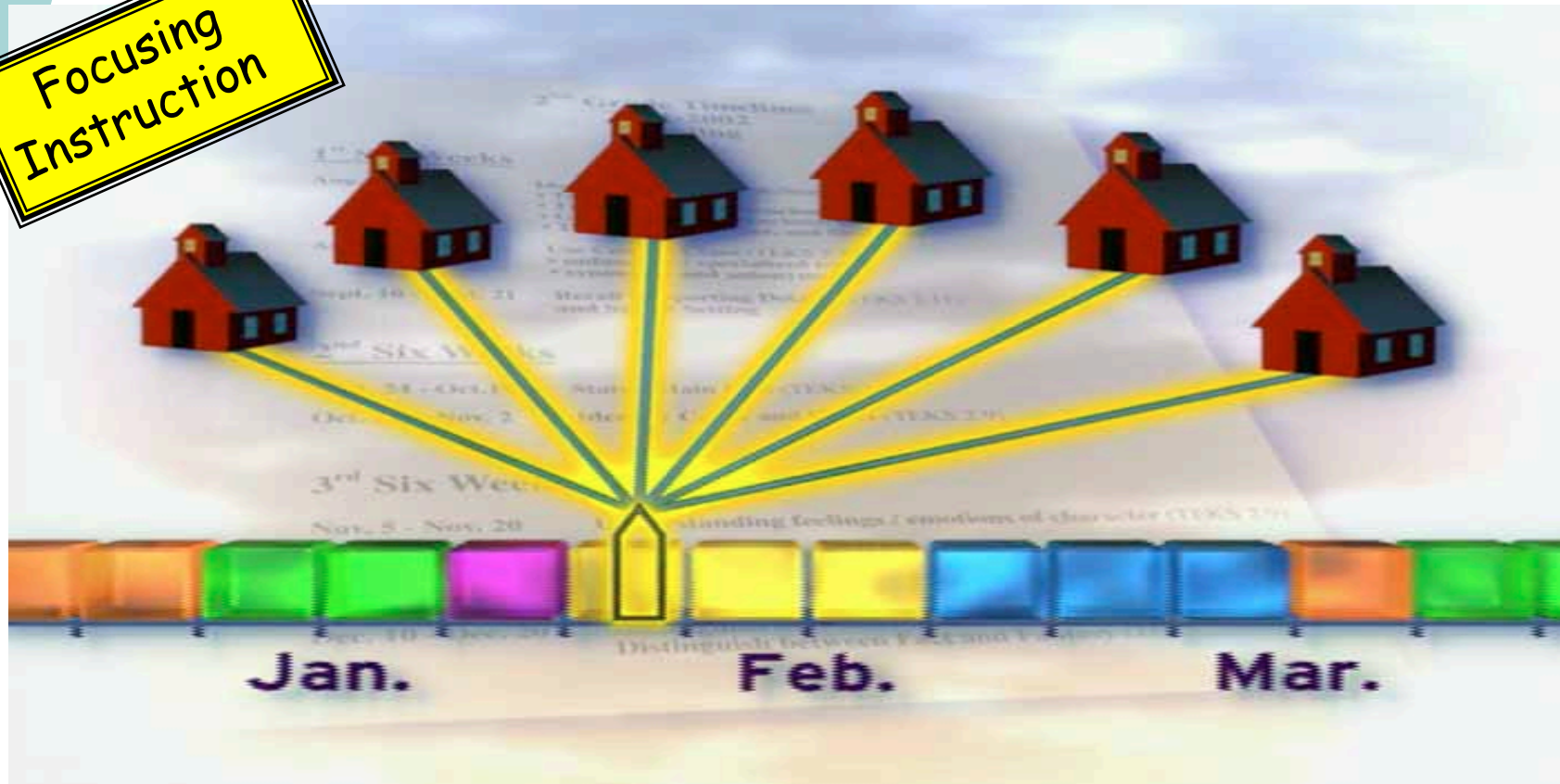
Multiple Measure

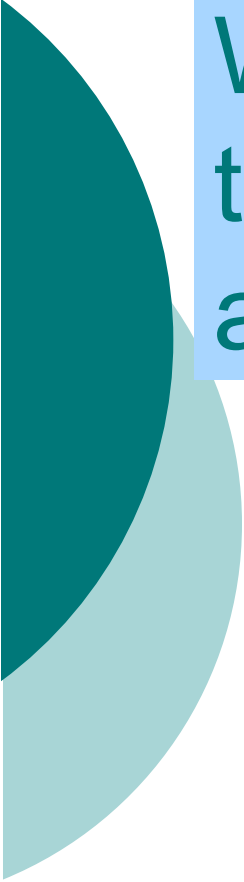
- Normative and standards-based assessments
- Student work, classroom-based assessments, school wide assessments, district and state assessments
- Assessments, instructional strategies, philosophy are aligned to goals to accomplish school mission

TIMELINE for Learning

Schools and teachers in every school and classroom should establish essential core targets with benchmark specifics on a timeline?

**Focusing
Instruction**





What do clear instructional targets have to do with learning and mitigating student failure?

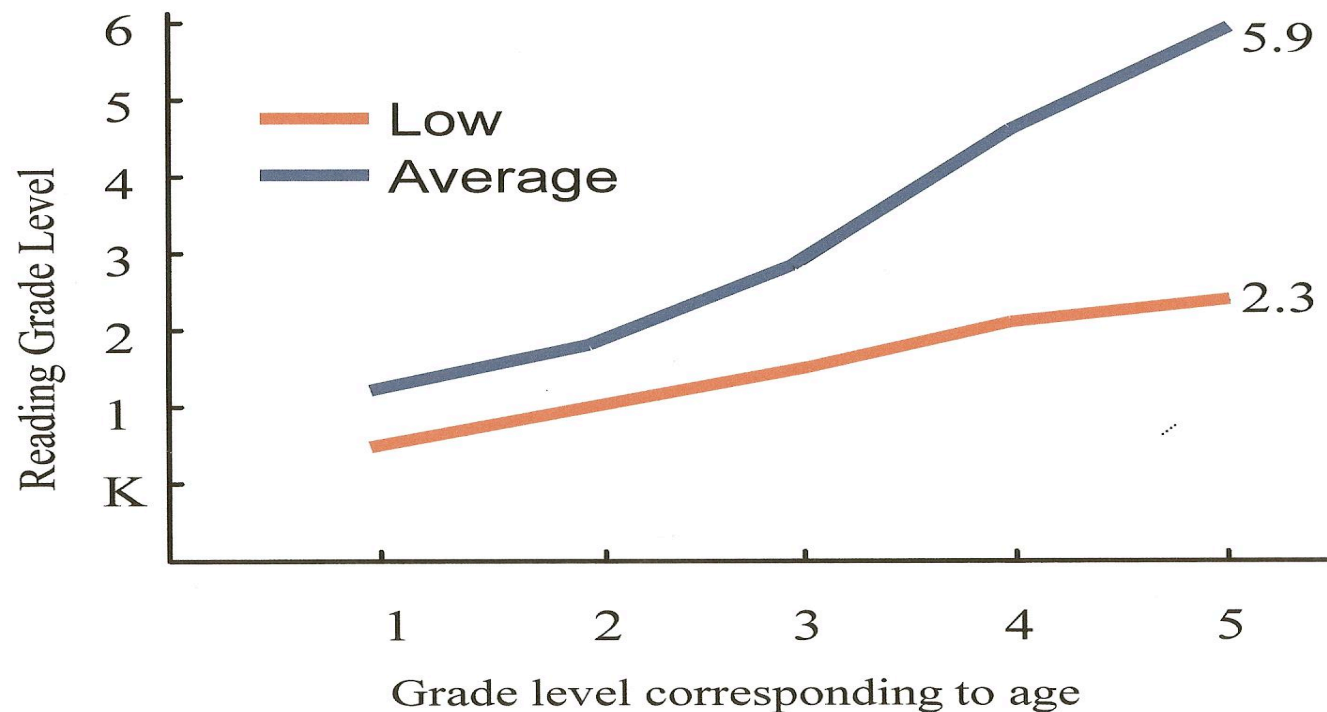
What does failure or success have to do with learning trajectories?

What does professional development, materials, and teacher delivery have to do with assessment?

Intervention

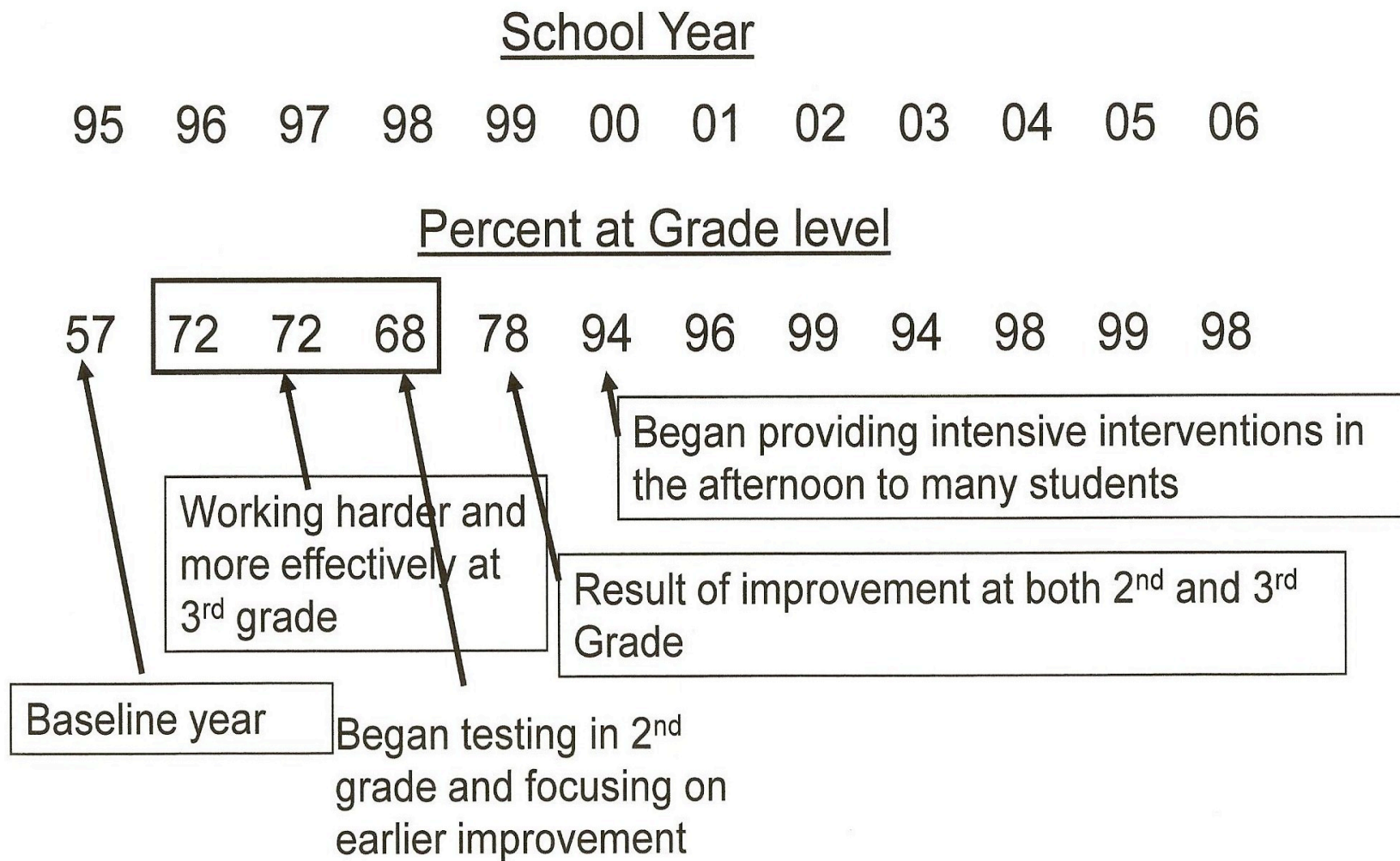
What Should We be Doing?

Growth in “phonics” ability of children who begin first grade in the bottom 20% in Phoneme Awareness and Letter Knowledge (Wagner, Torgesen, Rashotte, et al., 1997)

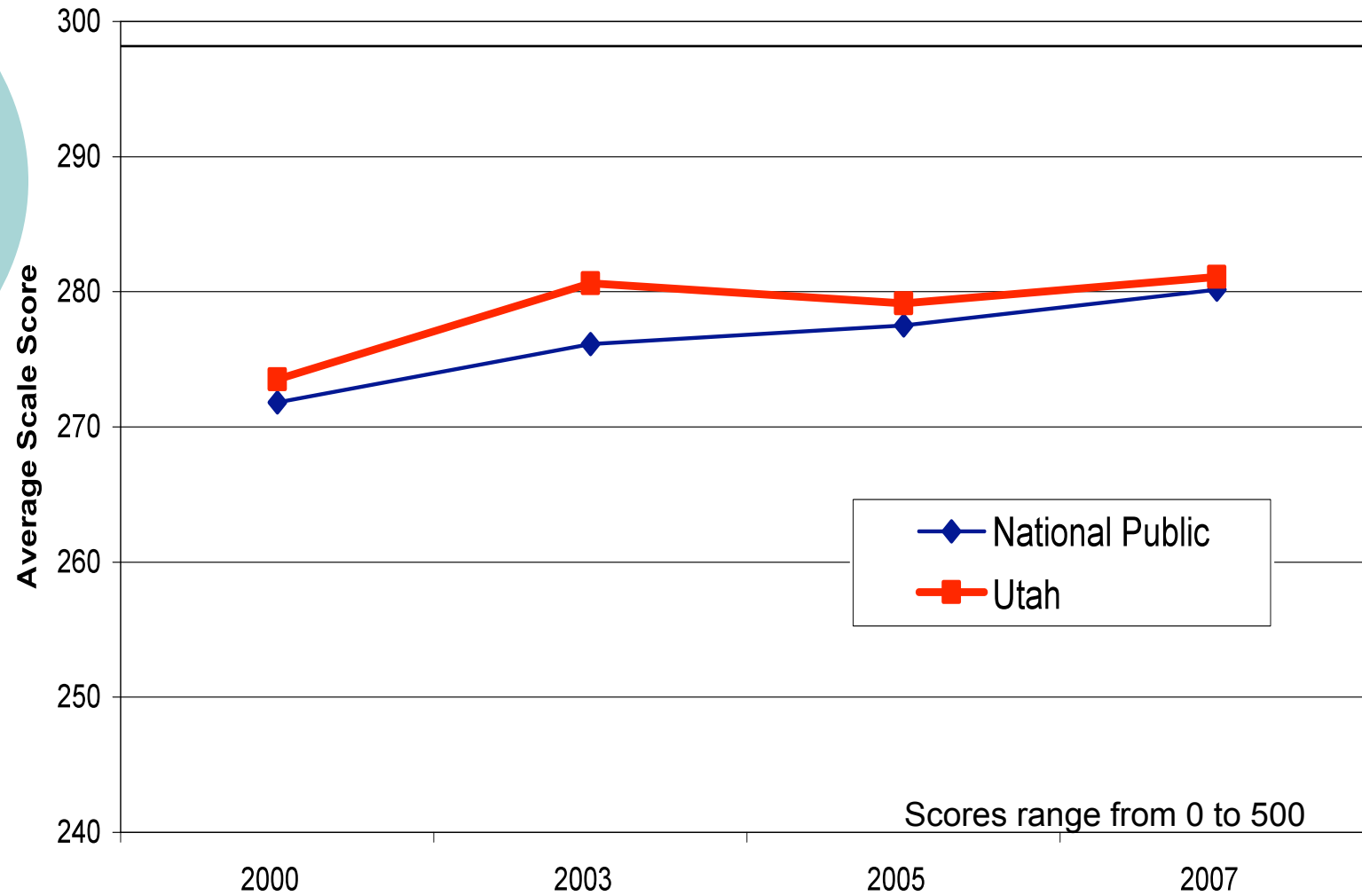


Washington Elementary School

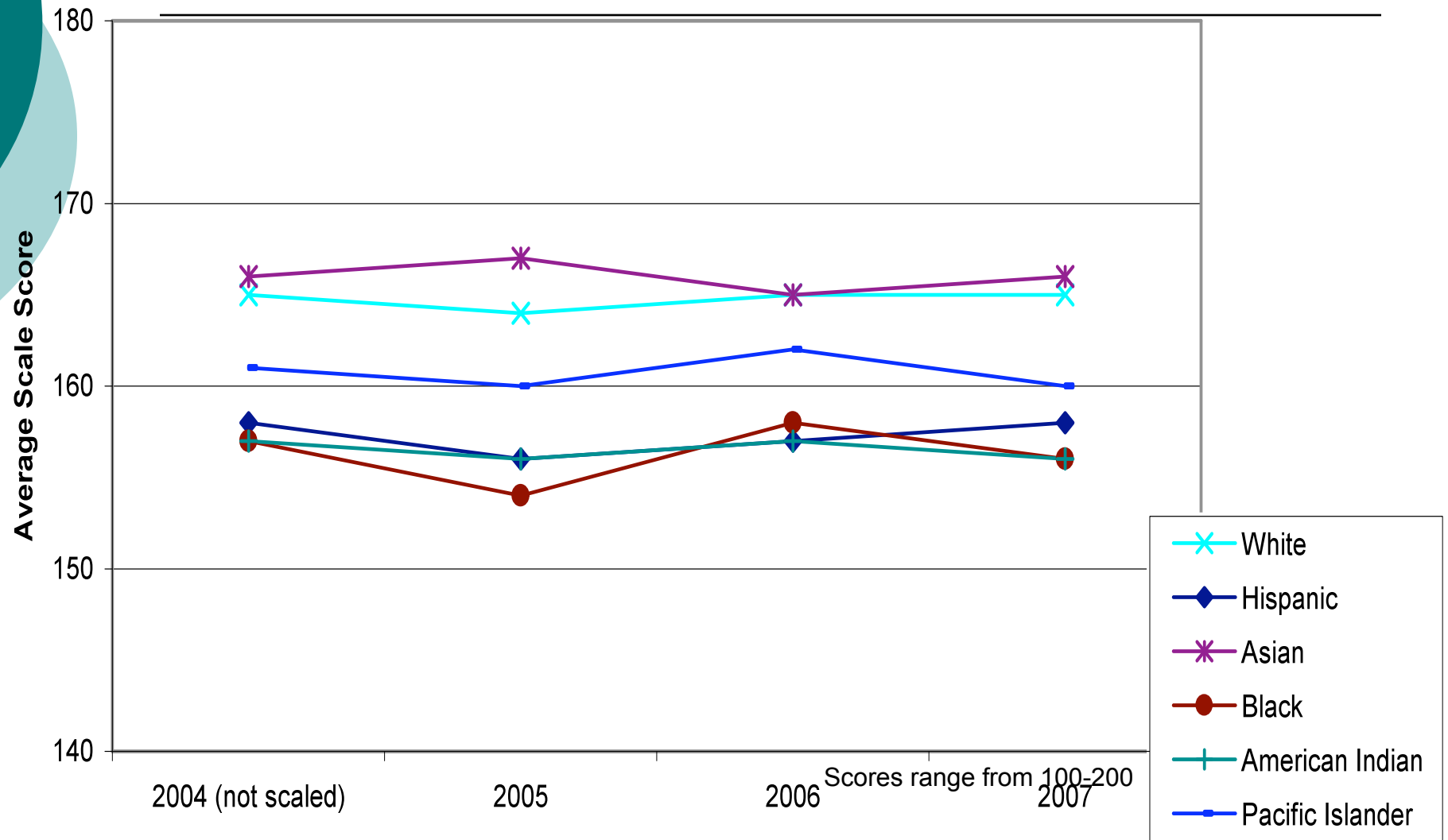
Growth in % of 3rd grade students meeting grade level standards



NAEP Mathematics Grade 8: Utah Compared to the Nation for All Students



Mathematics CRT Grade 8 for White, Asian, and Hispanic Students



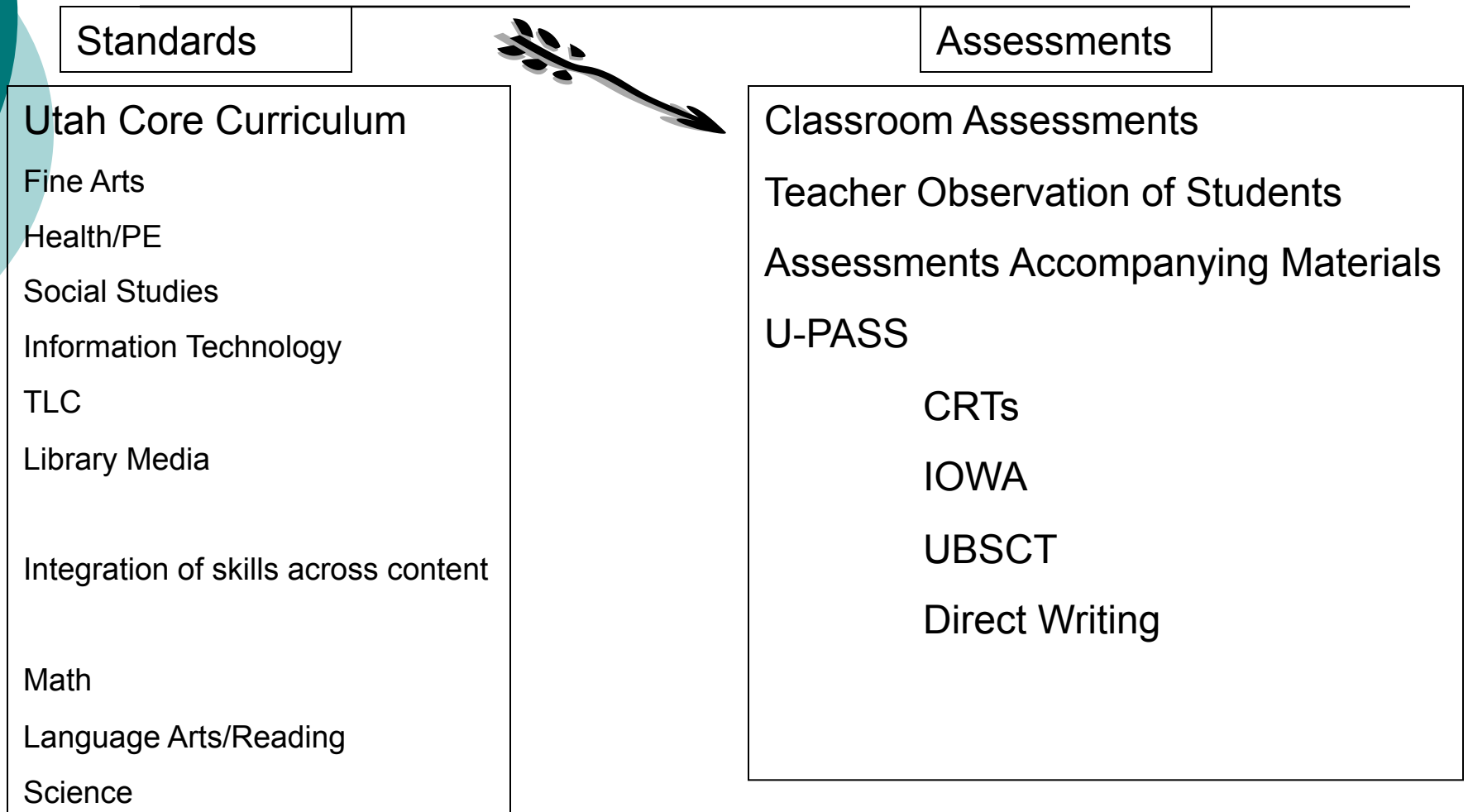


Some questions

- Why is mathematics achievement in Utah not increasing?
- Are teachers using multiple choice at the expense of more authentic assessments of higher level thinking?
- Is the focus on assessment taking the focus off *learning* in favor of *performing*?

Model for Instruction In Utah

Using Assessment of Learning to Inform Instruction



Accounting Shift

- Is there a shift from accounting for school achievement to authentic accountability?
- Does this shift redefine the lines of responsibility from the blame game to interactive reciprocal responsibility?



School Assessments



- Assessments should be used as a barometer to measure the strength of learning and as a compass to show the direction of future action.
- Should there be a new view of leadership as designers, stewards and teachers responsible for building organizations where people work collaboratively to understand complexity, clarify vision and improve models of learning as a school responsibility?
- Page 6-7-Principal, teacher, and student roles

A Shift in Power



- Should we facilitate a shift from assessment by external sources to shared assessment by external and internal sources?
- Should we facilitate a shift in power from a teacher focus to student centered learning?
- Should we see a shift to a community of learners?
- What are we assessing for?



Assessment Shift

- What am I doing?
- How well am I doing it?
- What do I need to do to improve?

Information taken from article *Assessment as a Tool for Learning* by Jill Hearne

<http://www.newhorizons.org/strategies/assess/hearne.htm>



Agenda continued...

- On-going Curriculum and Instructional Leadership Discussion-***April 9, 2008***
 - Time on Task
 - World Language Guidelines
 - K-2 Integration
- Social Studies Public Hearings
- Other
- AYP Judy Park
- Lunch
- Next Curriculum Directors' ***Meeting-Wednesday, May 14, 2008***